

# The Mad Hatter

A Douglas College Newsletter

DOUGLAS COLLEGE LIBRARY

ARCHIVES

January 31, 1983

## Day's Assessment

## Elimination of Academics 'Extremely Unlikely'

Recent planning documents from the Ministry of Education have made special reference to academic offerings at Lower Mainland colleges. These references have caused some concern regarding the future of these programs at Douglas. As this concern has been expressed in the Other Press and directly to students in other forums, I am writing to all employees to state my assessment of the situation.

At the present time, the Board views two documents as the primary documents for which underlie all our instructional activities. These are the College and Institutes Act and the College Philosophy statement. Section 7 of the Act specifies:

"The objects of a college are to provide comprehensive:

- a) courses of study equivalent to those given by a university at the first and second year post-secondary level
- b) post-secondary education and training
- c) continuing education."

The College Philosophy paragraph E states:

"The College exists to serve its defined region and its constituent communities. For that reason, it provides, through its curriculum and facilities, opportunities for the College to be a major community centre for:

- i) academic and occupational
- ii) athletic
- iii) cultural and
- iv) social activities..."

Since the College does not exist in an isolated environment, several aspects of our environment are always and necessarily con-

sidered in developing and offering courses and programs. These factors include, but are not limited to:

- i) available funds
- ii) programs and courses offered elsewhere
- iii) provincial and national priorities, and
- iv) ministry and provincial council objectives.

The relative importance of these factors varies over time and like the college, is subject to influences from other sources. At the present time, the shortage of money available to fund public services and the emphasis nationally and provincially on occupational training have combined to result in the close examination of previous assumptions regarding accessibility and comprehensiveness.

This examination has resulted in several draft documents from the Ministry which have now been finalized and which will be used in preparing our strategic plans. It has also resulted in the formation of the Lower Mainland Cooperative Planning group, consisting of the chief executives of the lower mainland Colleges and Institutes. Taken together, these circumstances have caused some people to conclude that the academic transfer program may be eliminated from the curriculum of the college.

While there is no doubt that Douglas will need to make some adjustments to its curriculum, until such time as the College and Institutes Act is changed and until the Board sees fit to change the College Philosophy, it is extremely unlikely that the academic program will be eliminated.



## Opening Activities Update

Come on out and celebrate Douglas College's official opening!!

That's right, Douglas College will be holding its grand opening on March 18, 1983 and to mark this event the college has planned a large array of activities.

Theatre performances, music, displays, tours, a reception and a dance are planned to entertain the public and give everyone a chance to see what the new \$40 million educational complex has to offer.

"We want to show off our new facilities and that's why we are sending out an open invitation to the business community and public to come in and see what we are all about, and have some fun doing it," said Bill Day.

The hour long opening ceremonies will take place at 2:00 p.m. A keynote address will be delivered by the Minister of Education, Bill Vander Zalm. It will be followed by the tours and a dance which starts at 5:00 p.m.

The new facility, a cornerstone in the redevelopment plans of New Westminster, has much to offer: a 360 seat performance theatre, gymnasium, cafeteria, lecture halls, classrooms, bandrooms, science labs, vocational labs, library and counselling area.

"Douglas College has a lot to give the community; a meeting place for community groups, resource centre for agencies and businesses, as well as our many education opportunities in the career/vocational, academic, community programs and adult special education areas," Day said.

"This will be our first opportunity to give the public a chance to see everything under our new roof."

## Keep Them Clean! Please!

We are all aware of budget restrictions. One result of the severe budget is a very limited building service staff. At the very best we will be able to maintain only two Building Service Workers per shift between the hours of 0730 to 2330.

In comparison to the McBride site of 80,000 sq ft they have to cover 450,000 sq ft at Royal Avenue. They have been assigned the principle responsibility of washroom cleanliness. Early experience at Royal Avenue indicates other duties they are called upon to do, infringe on their ability to keep these facilities as tidy as we all would like. One complete sanitation routine per day is carried out by the B.S.W. staff. A second tidy up and resupply routine is attempted by the second shift.

Your assistance in keeping washroom appearance reasonable is solicited and would be most welcome.

Building Service Workers assigned duties do not permit them to respond to direct verbal requests from the college population at large. Please refer building service worker requirements to the Manager - Security and Building Service at Local 4832 or 4814. Building Service Workers are not permitted to divert from their assigned duties.

Ken McCoy

## Finding Work the D.C. Way

If a person wants to find a job in today's competitive employment market, they have to know what they want and how to get it says Douglas College Job Action Club co-ordinator Chris Petty.

Petty says there are three major aspects which are dealt with in the Ministry of



## Job Action Club (cont)

Human Resources sponsored program. The three aspects were developed to build confidence and help the unemployed find work.

"First, the person draws up a list of friends, ex-employees and relatives who can help give them job leads, then they also go through the phone book, trade journals and union halls trying to find as many job leads as possible.

"Step two, which uses the telephone, is aimed at getting an interview with potential employers, whether there is presently a job opening or not," Petty said.

The third aspect is impressing the potential employer during the job interview.

"We prepare the student through interview training, role playing and by using specific techniques which allow the interviewee to take control of the interview," Petty explained.

The club also acts as a support group to all of the participants and so far the success rate has been excellent. Approximately 80 per cent of the graduates of the three week program find employment.

"It is exciting because it works; when you see a meek and mild person use the telephone and get an interview, it builds everyone's confidence in the program," Petty said.

The 20 per cent who do not find jobs are mostly made up of people who do not have the proper job expectations or who have an emotional/social handicap.

The people who do not have proper job expectations are usually sent back to the Canada Employment Office where they can receive a reassessment of their job skills.

The Ministry of Human Resources is presently sponsoring the students who attend, but Douglas College is able to enroll registrants when seats are not filled.

"It is a very rewarding experience for an instructor in this program when the students find employment and most of them do," Petty said.

## Don't Touch That Light!

It has come to our attention that a number of people, in finding the intensity of light too strong, have reduced the light emission by disconnecting one or more of the fluorescent tubes in a fixture.

Please do not alter the electrical fixtures in this fashion. The electrical contractor has a one year warranty on his work wherein he must guarantee electrical components against faulty manufacture and workmanship. Any tampering with a piece of electrical equipment will void this warranty. Disconnecting the fluorescent tubes will cause the ballasts to burn out. The light fixtures operate at 347 volts and the ballasts, therefore, are of higher voltage than would normally be the case.

To the extent that lighting in a particular area is too bright, we will endeavor to disconnect the fixture entirely, or to perhaps provide tubes of different emission characteristics. Relocation of the individual from immediately beneath the fixture might also be entertained if at all possible. Please advise Physical Plant should you have a problem.

West Graydon

## Academics as a Vocation

Excerpt from The Province, January 25, 1983 by Crawford Kilian, Province Education Reporter.

As a teacher of career-program students, I suppose I should be cheered up by the



## Push is on to 'Deemphasize' Academics (cont)

growing push toward job-oriented schooling. Academic courses are being deemphasized at community colleges; vocational and career programs will, it seems, get the major share of available money for the foreseeable future.

In fact I'm alarmed, because this trend doesn't make sense educationally or economically. It looks like a response to an especially silly kind of philistinism.

One local commentator suggested recently that courses in the creative and performing arts are a costly luxury to be enjoyed only when years of grinding toil have earned us enough to throw away on such fripperies.

Another writer in the B.C. Teachers' Federation magazine criticized Kwantlen College for being so foolish as to advertise for a philosophy teacher, of all things, when what we really need is nonsense training for employment.

Pretending to be hard-headed, such criticism is really only thick-headed, such premise is that wealth comes only out of a drill press or welding torch; all else is idle self-indulgence. The new philistines haven't noticed that culture, in all its aspects, is big business in Canada and likely to get bigger despite the depression.

The federal government spent a billion dollars on culture last year, just priming the pump. Ontario culture now generates more revenue than Ontario mining. More people in B.C. buy tickets to musical and theatrical performances than to sport events.

Quite apart from the actual artists, think about the jobs created through artistic activity: the technicians, tradesmen and professional who work to produce films, plays, television shows, recordings and concerts.

Canadian publishing creates a demand for paper, for word-processing systems, for typesetters and salespeople. As a side effect, culturally active communities attract new enterprises, cultural and otherwise. A U.S. estimate is that each dollar spent on the arts generates at least two more spent for food and shelter by visiting spectators.

The launching pad of all that activity is the schools. It is in the schools that most of our future Toni Onleys and Glenn Goulds are learning the basics of their careers. Our future authors are in class, reading Jack Hodgins and Margaret Laurence and thinking: I can do that, too. The cute kid who played Dorothy in your school's production of The Wizard of Oz may have begun an acting career that will make her famous around the world.

Sure, most kids who study music in school won't end up as rock stars or chamber music virtuosos; not all the kids in wood-working class will be carpenters or shipwrights. But for the many who eventually enter the culture industry, academic and arts courses are really vocational training. And all our kids deserve the chance to explore as many different vocational choices as we can make available in the schools.

So the push to downgrade academic and arts courses is misguided, to say the least. In a high-tech, information-hungry and increasingly leisured world, skill in cultural activities will become more highly prized and more highly paid. We might even regain the heights of Elizabethan England, where anyone who couldn't both play and instrument and write a poem was dismissed as a hopeless klutz.

As it becomes harder to draw the line between vocational and academic courses, we may have to redefine education as something quite different from training and remind ourselves that we need both.



### Academics as a Vocation

It seems to me that training equips people with skills in writing sonnets as well as welding. Whether or not they have value in the job market, skills can be taught and learned and measured.

Education, by contrast, equips people with an understanding of how and why those skills should be responsibly employed. An educated person, by definition, must have both skills and understanding. But I suspect that education is more often imparted by personal example than by lessons, and it is virtually impossible to measure.

We've heard a lot about the coming era when we will all have to go back to school periodically to retrain for new careers as our old ones become obsolete. We should remember to save some classroom space for the new philistines, who are obsolete already. If they can just develop some skill as painters or singers or dancers, they'll always have something to fall back on.

### Housekeeping and Safety in the Classroom

No food or drink should be taken into the classrooms. Restricted Building Service Worker Staff cannot keep up classroom cleanliness if coffee spills, food and garbage are left in classrooms.

Classrooms are non-smoking areas. Please use the hallway waste receptacles for paper waste only and ash trays only for extinguishing your cigarettes. Recently two incidents of fire in waste receptacles have occurred.

Your cooperation in maintaining our new building as safe and clean as possible is requested and necessary.

Thanks.

Ken McCoy

### E.S.L. Student Places Still Available

The E.S.L. Department faculty would like all instructors to be aware that several English as a Second Language sections still have a few openings. Should you have ESL students you feel could benefit from Developmental Education Programming, please refer them to the Developmental Education Curriculum Base - 4200.

These sections have openings:

ESL 138 Listening and Pronunciation Problems  
N10 1200 - 1400 M.W.

ESL 139 Discussion Skills for Small Groups, Seminars and Meetings  
N10 1100 - 1200 M.W.  
N11 1600 - 1800 T.Th.

ESL 141 Writing Skills  
N50 1900 - 2100 M.W.

ESL 142 Reading Improvement  
N10 1000 - 1200 T.Th.

ESL 143 Preparation for Testing  
N50 1900 - 2100 T.Th.

### Use of Staff Lounges...The Purpose

Some difficulty is being experienced in the use of staff lounges in respect to intended purpose.

Firstly: staff lounges are intended solely for that purpose and are not to be used as meeting rooms, student interviews or other non-recreational purposes.

Secondly: lounges recorded below are designated Smoking or Non-Smoking as follows:

2nd floor south	Non-Smoking
3rd floor north	Non-Smoking
4th floor south	Smoking permitted
Board Rm Lounge	Smoking permitted
Library Lounge	Smoking permitted

Please respect these designated areas as to their intended use.



## The Man Behind the Minister

The Honourable William Nicholas Vander Zalm describes himself as a "workaholic". He says: "I like to work myself and I somehow expect other people to like it as well." He believes that society has a responsibility to support those who can't support themselves, and that the able individual has a responsibility to be a productive part of the community.

He opposes public support to those who can support themselves because this results in "the needy suffering in the hands of the greedy."

Bill Vander Zalm's faith in hard work and self reliance comes from the work ethic he acquired in a hard-working, self-reliant Dutch family.

He was born in a small village (Noordwykerhout, Z.H.) in Holland five years before World War II broke out. His father and two uncles grew bulbs in the sandy reclaimed sea bed a dozen miles from Amsterdam and Rotterdam, and travelled to seed their crops.

Bill's father was in Western Canada when the war broke out and didn't get home for six years. As a pre-school youngster Bill saw the Germans running down the remnants of the shattered Dutch army. In the later years of the war, which he spent under German occupation, tulip bulbs became a mainstay in the diet of the straving countryside...despite their terrible taste.

Bill's father had established a bulb growing business in Bradner, B.C. during the war. The family emigrated in 1947, when Bill was 12, and spoke no English. He worked his first months in the bulb fields while he picked up enough English from local boys to start school in Grade 8.

When Bill graduated from Phillips Sheffield High School in Abbotsford, he wanted to be a lawyer. But his father had a heart attack. Bill, just under 18, had to take over the job of selling the family bulb crop, travelling all across Western Canada in a five-year-old Ford. He branched out at 20 into the nursery business. He left the family home when he married, and set up housekeeping in Surrey in a 10-foot trailer parked behind a store.

Bill Vander Zalm got into local politics when he was recruited...because he was in the nursery business...in an attempt to persuade Surrey Council not to let a park be turned into a gravel pit.

He ran successfully for Councillor in 1962, and served four years, then six years as Mayor. Captivated by Trudeau-mania in 1968, he ran unsuccessfully as Liberal candidate for the provincial Surrey seat.

In early 1975, Vander Zalm announced he would not run again for Mayor...where he had become known province-wide for his outspoken battle against welfare abuse.

He joined Social Credit because he believed it offered a chance for a united party to oust the the NDP Government.

In the December 11, 1975 election, he defeated NDP Provincial Secretary Ernie Hall. He was sworn in as Minister of Human Resources on December 22, 1975. In a general shift in Cabinet postings in the year 1978, Mr. Vander Zalm became Minister of Municipal Affairs and Minister responsible for the Urban Transit Authority. Re-elected in May, 1979, he was appointed Minister of Education and Minister responsible for B.C. Transit in August, 1982.



## Classroom Furniture

All available tables are required to equip standard bookable classrooms to a standard of 40 student stations in all larger classrooms and 25 in all smaller classrooms.

Tables are being removed from all areas not officially scaled for tables under the equipment and furniture program. It is realized that this may cause some inconvenience but it is, for the moment, unavoidable.

Laboratory areas and other non-standard instructional areas will be equipped at a later date.

Please co-operate with your associates in maintaining standard student stations in all bookable classrooms. If re-arrangement of classrooms is necessary to meet a particular requirement, the room should be returned to standard configuration upon completion of the class.

Thank you for your co-operation.

Ken McCoy

## Parking for Disabled Drivers

Parking spaces for disabled drivers have been designated on the P1 level of the parking lot. There are three spaces marked by the south elevator and two spaces by the north elevator.

Disabled drivers wishing to use these spaces must register their license number with West Graydon in room 4720, local 4720, or with Gladys Klassen, 2791. Registration is necessary to ensure that the car will not be towed away. It is also advisable that the registered cars have a handicapped decal.

Please contact Gladys Klassen if there are any problems, related to accessibility.

## Typewriters for Sale

Douglas College Purchasing Department is offering for sale the following used IBM typewriters, on an "as is, where is" basis.

These units may be viewed in Room 4360, Tuesday, February 3 from 1300 to 1500 hours.

Sealed offers must be submitted to the office of the Purchasing Manager, not later than 1200 hours, Monday, February 12.

<u>Serial #</u>	<u>Purchase Price</u>
923199594	\$ _____
923199571	\$ _____
923199569	\$ _____
923199597	\$ _____
933200306	\$ _____
923199592	\$ _____
923199568	\$ _____
923199593	\$ _____
923199633	\$ _____
923199570	\$ _____
923199626	\$ _____
933200395	\$ _____
923199595	\$ _____
923199599	\$ _____
923199632	\$ _____
933200308	\$ _____
933215814	\$ _____
933260307	\$ _____
933199607	\$ _____
933200303	\$ _____
923199631	\$ _____
933200302	\$ _____

## For Sale

- Garden tools
- Top quality
- Lifetime guarantee
- Imported from Denmark
- Competitive prices

Contact Susan Skinner in the Nursing Dept.  
(Local 2604)



## President's Report to the D.C. Board

### A. EXTERNAL MATTERS - MUNICIPAL

Mr. D. Cocke, MLA, New Westminster, made an informal visit to the Royal Avenue site on January 18. He was most interested in the capabilities of the new facility.

The Rotary Club of Maple Ridge was most interested to hear of current developments at Douglas College in early January at one of their regular meetings. They expressed keen interest in and support for the operation of the Maple Ridge Centre. Mr. Davies, Director of the Maple Ridge Centre was also in attendance.

### B. EXTERNAL MATTERS - EDUCATION

A complete set of current program information has been developed by Mr. Redmond for the use of the Lower Mainland Co-operative Planning Committee, and was presented to them at their meeting of January 14. Staff people from all the co-operating institutions are now combining the information into a full report.

I attended a meeting of the B.C. Association of Colleges Executive on January 14, in order to assist them in analyzing the Draft II document 'Post-Secondary System Goals and Objectives'. A critique will be going forward to the Minister from the B.C.A.C. in due course. Mr. A. Unruh, President, and Mr. F. Beinder, Executive Director of the B.C.A.C., paid an informal visit to the Royal Avenue site on January 19. They spent three hours on site discussing current college programs and the general nature of Douglas College's role on the lower mainland and its involvement in the B.C.A.C. This visit was informal, and simply a means of assisting Mr. Unruh to gain an understanding of the lower mainland region, as part of a program of activities being carried out by the B.C.A.C. executive.

A letter has been received from Dr. Grant Fisher, Assistant Deputy Minister Post-Secondary, indicating that the forecast further reduction in continuing/community education grants for the 1982/83 fiscal year, will likely not come to pass if a recommendation being made to Treasury Board by the Ministry of Education is accepted.

Should this prove to be the case, this can only be viewed as good news indeed! The Management Committee will be assessing the implications of this statement, and will be making comment or recommendation in due course.

### C. INTERNAL MATTERS - EDUCATION DEVELOPMENT

On Thursday, January 27, the Management Committee will be having a full day workshop on the subject of the 5-Year Plan directives from the Ministry of Education. To assist in this activity, Mr. Redmond has done summaries of the major important documents provided by the Ministry, which will be put into open circulation as soon as possible in order that all college constituencies can have an understanding of the nature and content of the planning process. We expect that the work already carried out during this last academic year by the College will be of major value, and that the majority of the work required will be simply repackaging existing information. The "critical assumptions" that will "drive" the Douglas College plan will be reviewed by the Management Committee and by the Education Policy and Planning Committee over the next four weeks, with recommendations to go to the Education and Services Committee prior to the next meeting of the College Board. The Education and Services Committee of the Board is strongly of the opinion that the assumptions upon which the 5-Year Plan is built are far more important than the specifics of the plan. For this reason, Board approval will be required before any new work is carried out on the plan other than editorial planning.



## President's Report

Dr. Grant Fisher, Assistant Deputy Minister of Education (Post-Secondary) and Mr. Lorne Thompson, Executive Director, Program Services of the Post-Secondary Division visited the Royal Avenue site on December 17, and spent three hours informally touring the site, reviewing the nature of the facility, and having informal discussions with the Deans, the Bursar and myself regarding Douglas College's present and future role on the lower mainland.

Following Joy Leach's very interesting workshops on community resource development in December, Mr. Doerr and I have been discussing possible approaches for Douglas College, using the same themes. If the Board approves a proposal to be tabled by the Board Chairman this evening, it will be receiving a recommendation from the Management Committee at the next regular Board meeting regarding organization and responsibility within Douglas College for a community resource development.

### D. INTERNAL MATTERS - LABOUR RELATIONS

No major events have occurred over the past month requiring the attention of the Board. Negotiations are continuing with the Douglas College local of the BCGEU. We expect that negotiations will be commencing shortly with the Douglas College local of the Douglas/Kwantlen Faculty Association.

### E. INTERNAL MATTERS - GENERAL

Plans for the official opening of the Royal Avenue site on March 18 are taking shape. The Committee has tabled draft plans for critical review with the College Board and with College constituencies. Members of the Board are requested to criticize plans for the organization of the opening as soon as possible. The Planning Committee is meeting weekly, and proposals and criticisms should be provided directly to Mr. Redmond.

Registration on January 6 and 7 for the Spring Semester went smoothly. Reports

from students indicate that the registration process had been vastly speeded up as a result of the new physical arrangements, and increasingly careful organization.

On January 12, we were able to welcome a group of students from Quebec, who were paying a "return visit" to their Douglas College counterparts who had a week long visit in "la belle province" in December. These students seemed to be very pleased with their reception, and delighted with the activities that had been developed for them by the Douglas College personnel involved in the program.

## Attention All Sessional Faculty!

Please advise payroll whether you want your cheque or pay statement:

1. mailed to your home  
or
2. available for pick-up in payroll.

Contact Sharon, local 4750.

Thanks.

## Recommendations From Bill Day

Bill Day has made the following recommendations to the College Board:

- the position of Director of Arts & Media Communications be eliminated, effective January 1, 1983;
- the position of Director of Program Development be reduced to a half-time position, effective April 1, 1983.

The Board has approved his recommendations.



## Unique Food Services Program Offered at D.C.

Employment in the dishwasher trade is nothing to brag about...or so many of us think. But to the students of the Food Service Program at Douglas College, becoming a dishwasher or busperson is not only important, it may be a major accomplishment.

The College's Food Services (Basic Occupational Education) Program is unique to British Columbia and Canada, and is geared to those students who have learning difficulties or are moderately mentally handicapped.

"The program meets the needs of a student population who have abilities, but without being trained into a specific program they may be unable to find jobs themselves," explained Program faculty head, Betty Emery.

As with any other college program, students are given assignments, sent on practicums and given lab time. Lab time, in the Food Services Program, is usually a cafeteria which is similar in environment to the real working situation.

"We try to simulate the outside job world as much as possible," said Emery. "We do not protect the student...they are exposed to the same stress as 'regular employees'."

Judy, a student who has been in the program for just over three months, described herself as being "totally nervous at first, but then I got more and more interested and more and more relaxed."

"Everyone treats me nice (other students and college employees)...co-workers are nice, but sometimes they can be pretty bossy," said Judy.

Students learn at their own pace and progress to other areas of skill only when they have shown competency in the pre-

requisite areas of training.

Classroom training is given in four areas: Daily Living Skills, such as safety, first aid and social skills; Communications, which include interview skills and verbal expression; Job Related Information, as in work attitudes and definitions; and Academics, which deals with such topics as finances, counting and written language.

Students are put through a four week practicum during which they work side by side with 'regular employees'. The student is evaluated by both the cafeteria manager and the college technician at the midway point and end of the practicum...the technician acting as a guide to help the student through the transition period from the college to the practicum. Guidance is maintained until the student is consistent in his/her work and capable of the skills required.

"The technician stays with the student until he/she has it down pat," Emery explained. "They have to prove themselves on the job, and training in a real cafeteria environment is the only way to do it."

Cafeterias at the Planetarium, Pacific Press, the Keg Restaurant and CBC Television are among the many places of business where students have been able to undergo their practicums.

After graduation and when a student gets a job, the technicians will offer to help the student through the transition period.

"By that time, it may not take more than half a day," Emery said.

The Program receives support from advisor groups, such as I.C.L. Foods Services (a division of White Spot Ltd.), the Hotel Association, the Keg Restaurant and the Restaurant Association and Food Services, to name only a few.

"We asked only for co-operation, and they have done more than this. If we didn't have this co-operation, I don't know how



## Food Services (cont.)

we'd manage this program," said Emery.

The Program, which has continuous entry, started at the former Winslow Site of Douglas College approximately two years ago, and has since been further developed and refined.

"The field of food preparation, bus person and dishwasher, is a perfect area for students with special needs to be trained in, because employers in this area have the highest turnover rate," explained Emery. "If they are trained in a job that they like, they'll stay."

Karen, another of the program's students, who now radiates confidence, sees it as "a challenge. I want to fit in and help wherever I can. I really love what I'm doing and am just ready and waiting... kind of anxious and excited to go out and get a job."

Although it may be too early to tell what the resulting employment rate is, Emery states that "the whole idea of the program is geared towards employability and the follow-up of the student, once he gets a job, is extremely important."

Follow-up is not an area in which the Food Services Program becomes directly involved, however there are outside agencies, such as Polaris, an off-shoot of Canada Manpower, who do an extensive follow-up.

Emery sums it up: "We want them to have a sense of pride in their job...that they can be the best they can. The students feel good about the fact that they can compete for a job in the area for which they were trained, just like anyone else."

## Marketing and Business Students... Business Opportunities!

Are your student in the final semester of a business program? This notice is for

you!

A representative from Zellers will be visiting Douglas College to interview prospective employees for the Zellers Management Training Program.

WHERE: Student Services Centre, Room 2710

WHEN: Tuesday, February 15  
0830 hours - half hour presentation  
0900 to 1600 - half hour personal interview

HOW: Contact Barbara Gilliland, Student Services Clerk, local 2750, for an appointment.

**\*\*Please be prepared to leave copy of your resume with us when you book your appointment.**

WHO: Zellers is particularly interested in hiring Marketing graduates and other business students interested in the Zellers training program.

The Graduate Placement Office has information on Zellers (financial statements, company goals etc.) for use by interested students. Contact Julie Steele, Financial Aid & Student Placement Officer, for more information.

## NOON HOUR CONCERT

WHEN: Thursday, February 3

TIME: 1230 - 1300 hours

WHERE: Douglas College Theatre\*

WITH: Isabelle Chapuis, Flute  
Ellen Silverman, Piano

\*The concert has been scheduled for performance in the theatre. However, should the theatre be unavailable, due notice will be given as to the rescheduling of the performance to the Chorus Room (Room 3221).

EVERYONE IS WELCOME TO THIS ENJOYABLE PROFESSIONAL CONCERT!!!



DOUGLAS COLLEGE  
ARCHIVES